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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: How The World Works**  **Maths: Agenda** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  **-**Data Handling: Class inclusion and Probability  -Shape and Space: Symmetry  -Number | | | | | | **Skills:** application, time management | | | | | |
| **Materials:** die, probability chart, class inclusion material, white papers, Heinemann books, games, computer. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 23 feb 17-21/14** | | | | **Time: 1 block** | |
| **Description** | | | | | | | | | | | |
| **Opening:** Explain the Agenda strategy again. Talk about time management, following instructions and class rules. | | | | | | | | | | | |
| **Main Activity:** **:**  **AGENDA**   1. **(teacher)** PROBABILITY: Use a die with repeated numbers, example 3 times 6, 2 times 3 and 2. Draw a chart writing the options and the probability vocabulary: *will, might and won´t happen.* Play the game throwing the die by turns and write the answers. At the end, compare the results in terms of probability. 2. **(teacher)** CLASS INCLUSION: Only the ones that couldn´t understand the concept or doubt. Give different material to make groups at least 2 times, then ask the question: What do you have more…dogs or animals? If they say dogs, you ask: Are dogs animals? Then, ask again…if they don´t get it, try it again with other material and explain the concept to them. 3. **(ind.)** SYMMETRY: Give them a paper with a line of symmetry and a half of an image, ask them to draw the other half. 4. Heinemann workbook 5. **Computer:** toy theater 6. Games: sequences, Uno, ladder.   Connect numbers with the quantities | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Do the reflective pause in terms of time management, class rules, enduring understandings, difficulties. | | | | | | | | | | | |